

# Hinchliffe Mill Junior and Infant School

## Design Technology Policy

(Revised January 2015)

Design and Technology is an exciting practical subject which allows children to have first hand experience and explore the world around them. We believe that children have an innate curiosity as to how and why things work. Therefore, in order to develop children's full potential as designers and makers, we must try to ensure that there is continuity, progression, breadth and balance throughout the school in our planning and teaching of Design and Technology. This should enhance and harness their natural curiosity by providing pupils with opportunities to apply and develop the skills that they have mastered.

### Aims

- That children will enjoy Design and Technology
- That children see a need for the skills learnt here in everyday life
- That pupils know how to use a range of tools and equipment safely
- To develop children's skills, knowledge and understanding of Design and Technology.
- To develop independent working with logical thought over a sustained period of time
- That pupils learn to work as a team as well as independently
- To encourage perseverance and a practical approach
- To have knowledge of the correct language and terminology to record Design and Technology work appropriately
- To develop an awareness and understanding of Health and Safety issues
- To fulfil the requirements of the of the National Curriculum Document
- That all children have an equal opportunity to learn in Design and Technology

### Objectives

Through our practice and methodology, that the majority of children will develop the skills that enable them to use design and technology skills effectively and appropriately.

### Methodology

We believe that children should experience a variety of methodology:

- exposition by the teacher
- discussions between teachers and pupils and between themselves
- using appropriate practical work
- consolidation of fundamental skills by practice and routine

We believe that children should experience a variety of work situations

- Class activities - when introducing work in a lesson
- Individual work - particularly when following up an activity
- Group or paired work - particularly in investigation, application and problem solving.
- Different time frames - in weekly lessons or over longer periods of time in a concentrated two or three day block if this is more appropriate
- Activities are a balance of design and making products, focussed practical tasks to develop and practise specific skills, and activities in which pupils investigate, disassemble and evaluate simple products (ie construction kits, reclaimed materials)
- Pupils are always allowed time to finish their products
- The classroom space may have to be adapted for the particular needs of the lesson

Groupings may vary in structure to accommodate certain work strategies: similar ability, mixed ability, friendship groups

Children are taught in mixed ability classes spanning two year groups in each class.

## **Planning**

We use a skills based approach that enables pupils to undertake more complicated and demanding projects as they progress through school. This is reflected in our planning. Projects link to themes studied in class and are organised on a biennial cycle to ensure that there is full coverage of the topics and skills outlined. The guidance in the National Curriculum 2014 is quite brief but we refer to this in our plans.

## **The Role of the Teacher**

The teacher will be sensitive to the needs of the children and will plan appropriately for the needs of the children in their class. They will encourage the children and value each child's achievement.

## **Resources**

These include personnel and physical resources.

- The school uses ideas from the QCA units, the Nuffield scheme and information from DATA (Design and Technology Association)
- There is a central bank of physical resources in the shared areas of school. These are continually reviewed to ensure we have good coverage of all units.
- The children are generally aware of the location of materials and encouraged to collect what they need independently. To enable this to happen, equipment is well organised and clearly labelled.
- There is a teacher designated as Design Technology Co-ordinator
- Staff, have confidence in this subject with support from the coordinator and external sources.
- Classroom support assistants, learning support assistants, parent helpers and other adults are used to assist in the subject
- There is an annual budget allocation for resources.

## **Assessment and Record Keeping**

- On going teacher assessment, as an integral part of good practice, will enable tasks to be matched to the abilities and needs of our pupils as they progress
- Assessment is required to plan for the next stage of the children's work
- Assessment is used to evaluate a child's progress and recorded annually
- Samples of children's work is kept in the pupil work sample files

## **Monitoring and Evaluation**

A programme of monitoring and evaluation has been put into place across the school for Design Technology. The Headteacher and the DT co-ordinator carry out this monitoring programme. Planning is sampled once throughout the year and weekly plans are available on the office computer. Lessons are observed on a planned basis.

## **Target Setting**

- Our aim is to set targets for each child to fulfil their full potential

## **Information Communication Technology**

Throughout school children have access to ICT facilities that develop skills needed in design and technology. This includes Data Handling, Spreadsheets and Control. Specific software programs are also used by the children: some are suitable for Design and Technology.

The school has an up to date ICT Policy

## **Homework**

- Government guidelines are currently followed on homework
- Bringing materials or ideas from home may be the most useful here

## **Special Educational Needs**

Children with Special Educational Needs are carefully monitored. Initially differentiated work will be provided within the group. It may be that differentiation within the classroom is inappropriate for their particular needs. In this case an Individual Education Plan will be drawn up for them by their teacher in consultation with SENCO.

- The school has an up to date SEN Policy
- There is also support from the Local Education Authority

## **Communication with Parents**

We believe that links with home are vital and endeavour to keep parents informed of our work and the children's progress. Parents are free to discuss issues at any time. They are kept informed in a variety of formal ways.

These are:

- Parent /Teacher interviews
- The annual written report
- Make them aware of our policy for Design and Technology

## **Display**

Displays of information are used in school. It is appropriate that work in design and technology is displayed in school so that children can celebrate their achievements.

## **The role of the co-ordinator**

- To model good practice
- To ensure the implementation of this policy
- To ensure they are up to date with current policy and practice
- To monitor and evaluate practice within classrooms
- To help with and monitor planning
- To attend courses and lead staff INSET
- To maintain a file of planning and evidence for the subject area
- To review this policy
- To inform Governors on current policy and practice in Design Technology

The co-ordinator responsible for this policy is Liz Noble

**This Policy will be reviewed on a biennial basis.**